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ABSTRACT

The manual is designed to teach writing to native speakers of North Slope Inupiaq, a regional dialect of Alaskan Inupiaq Eskimo. Spelling is emphasized. An introductory section for teachers details the use of the manual, chapter by chapter, and suggests classroom activities. The first chapter provides an introduction to the writing system of North Slope Inupiaq. Subsequent chapters outline the characteristics of vowels, stop consonants, long vowels and diphthongs, syllables, voiced fricatives, voiceless fricatives, nasals, and long consonants. The final chapter presents general spelling rules. Each chapter includes exercises. (MSE)

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NORTH SLOPE IÑUPIAQ

LITERACY MANUAL

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LITERACY MANUAL

by

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1981

North Slope Iñupiaq Literacy Manual

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PREFACE

This manual is an expanded version of literacy teaching materials which I have used over the past several years in Northwest Alaska. The need for a text to be used in Iñupiaq literacy courses became apparent in 1978 when Pamela Herman, then the Mauneluk Manpower director, and I organized an Iñupiaq literacy course to be taught under the auspices of Chukchi Community College in Kotzebue. The original materials were prepared for the Kobuk dialect and then a Kivalina version was developed with the help of Oscar Swan, who taught the literacy course in that village. The Kivalina version was then amplified and amended to produce the present North Slope Iñupiaq Literacy Manual, which covers the entire North Slope dialect area including Kivalina. In expanding the earlier version, Martha Aiken of Barrow has provided valuable assistance both in proofreading and in suggesting revisions and improvements. The presentation of information in this manual and the format of many of the exercises are inspired by Osahito Miyaoka and Elsie Mather's Yup'ik Eskimo Orthography, a pioneering effort in Alaskan Eskimo literacy. The North Slope Iñupiaq Literacy Manual is printed in hopes of encouraging reading and writing among the Iñupiaq people of Alaska's North Slope in their native language.

CONTENTS

Chapter	Page
Introduction for Teachers	v
1. Introduction to the Writing of North Slope Iñupiaq	1
2. Vowels	6
3. Stop Consonants	12
4. Long Vowels and Diphthongs	18
5. Syllables	27
6. Voiced Fricatives	33
7. Voiceless Fricatives	40
8. Nasals	48
9. Long Consonants	53
10. Spelling Rules	61

INTRODUCTION FOR TEACHERS

This manual is to be used in the teaching of writing to speakers of Alaskan Iñupiaq Eskimo. Two versions of the manual have been produced so far, this one for the North Slope dialect, and another for the Kobuk dialect. The North Slope dialect is spoken in the eight villages of the Arctic Slope region and in Kivalina as well. In using this material, feel free to change anything you think is incorrect for the dialect of your particular area, since the Iñupiaq language varies from place to place, even within the North Slope itself.

The purpose of this material is to help increase the literacy skills of Iñupiaq people in their own language. "Literacy skills" means reading and writing. The first step in learning to write is learning to spell, and spelling is what is emphasized in this manual. Spelling is the ability to know which letters of the alphabet represent the sounds that form particular words and the order in which they must be written. Once spelling is learned, students will go on to write in Iñupiaq as a means of expression. Writing is the process of putting words together in sentences and paragraphs to communicate thoughts.

The remainder of this introduction gives notes on each chapter which teachers are to refer to when teaching Iñupiaq literacy from this manual. Follow the teacher suggestions given and use your own ideas for explaining the material to the class, making sure that your presentation is clear. It may be helpful to students if you give explanations in Iñupiaq; if the entire class understands Iñupiaq, that should be the language of the classroom.

CHAPTER ONE: The teacher will read through the chapter and stop to explain to the students what they do not understand, using his or her ability to explain in Iñupiaq what is not clear from the English. This chapter presents the letters of the Iñupiaq alphabet. The teacher should write the alphabet on the blackboard, saying the Iñupiaq name of each letter as it is written. Have the students repeat the names of the letters in Iñupiaq, and have them practice writing the letters, especially those not found in English. At this point, DO NOT test the students on the difficult letters, that is, do not expect them to recognize the difference between k and q or the different types of n. Make sure that the class knows that some English letters are not used in writing Iñupiaq. You may drill them on this; for example, ask them, "Do we use the letter b in writing Iñupiaq?" For homework, ask the students to write the words on pages 2 and 3 several times each.

By the end of Chapter One, the students should know how to form all the letters of the Iñupiaq alphabet, including all the "special" letters. They should know what English letters are not in Iñupiaq. They should be able to read all the words on

page 4, using the English meanings to help them read the Iñupiaq. Give the class practice in reading other short words which you write on the blackboard.

CHAPTER TWO: This chapter presents the short vowels of Iñupiaq. The long vowels and diphthongs are saved until later, so that students do not become confused at this point. Read through page 5 in English and Iñupiaq and present the three vowels a, i, and u, using only their Iñupiaq names which are pronounced ah, ee, and oo. Make clear that the letters e and o are never found in Inupiaq. Before doing the exercises of this chapter, give the class the following drill: write syllables on the board using a familiar consonant letter, like p or t, and each of the vowels. For example, write pa, pi, pu on the blackboard, and have the students read these syllables. Then write ap, ip, up and do the same with t (ta, etc.). Here there is a point which many people may find confusing: up has a different sound in Iñupiaq than in English. Point this out, and help the class understand that they must try not to think of English when they see Iñupiaq vowels written. Give more syllable drills as practice, using only those consonants that will not be confusing, for instance, l, n, s, v, and m will all be familiar sounds which resemble closely the same sounds in English. When the students know the three vowels, have them do the written exercises at the end of the chapter. By the time you finish this chapter, remember that the class can not yet write consonants such as k and q, but they should know the three vowels. In the written exercises, they fill in only vowels, since the

consonants are already given; the English meaning should make clear what the word is.

CHAPTER THREE: This chapter presents the stop consonants and explains how stop consonants are produced in the mouth. Go over the stop consonants with the class and explain the information in the chapter. In Chapter 3, the difference between k and q is presented, which as everyone knows, is one of the most difficult details of the spelling system to learn. The teacher needs to drill the students on this difference. Use syllable drills, putting k and q with the short vowels. Write ka and qa on the blackboard, and ask individual students to read these two syllables. Then read them yourself and ask students to tell you which syllable you have read, ka or qa. Do the same thing with ki and qi, ku and qu. When the students have caught on, write all six of these syllables on the blackboard, ask students to read them, and read them yourself, asking students to identify what you have read.

CHAPTER FOUR: This chapter presents the long vowels and diphthongs. First, the long vowels are compared with the short vowels which have already been learned in Chapter 2. After reading over the text of the chapter with the class, use syllable drills to emphasize the difference between long and short vowels. Contrast pa and paa, pi and pii, pu and puu, and so on, using the stop consonants presented in Chapter 3. When the students have a good understanding of what long vowels are and when to write them, the second part of Chapter 4, which presents the six Inupiaq diphthongs, may be taught.

As you have done with other vowel sounds, use syllable drills to give students practice in recognizing and writing diphthongs. Contrast pairs of made-up syllables like pua and pau, or actual words when you can find them, like qiu and qui, in order to help students distinguish diphthongs from each other. Find out if everyone in your class pronounces their diphthongs alike; for example, does Iñupiaq au sound like English cow or owe? If there are differences in pronunciation within your class, make sure to explain these so that no one is confused about how diphthongs are to be spelled.

CHAPTER FIVE: The purpose of this chapter is to show how Inupiaq words can be divided into syllables. It is very important to learn this skill, since syllabification makes it possible to spell long words by dividing them into smaller units. The goals of this lesson are to teach the difference between open and closed syllables, teach what a consonant cluster is and where in the word one may occur, and to show how words are divided into syllables. Exercises 1 and 3 of this chapter give practice dividing syllables; give the students other words which they may practice dividing into syllables. Exercise 2 contains review on telling k from q, and Exercise 4 gives practice writing clusters of stop consonants.

CHAPTER SIX: This chapter presents the voiced fricatives and the table on the first page shows how these sounds are related to the stops which were studied in Chapter Three. Any special problems that students will find in learning to write voiced

fricatives will probably involve ġ and ġ̇, ļ and ļ̣. The teacher can use the syllable drill technique to help teach the difference between these pairs of letters. Contrast ġa and ġ̇a, ġi and ġ̇i, ġu and ġ̇u, etc., and do the same for ļ and ļ̣. Remember NOT to introduce the two other types of ļ yet. Those will come in the next chapter.

CHAPTER SEVEN: The voiceless fricatives are presented in this chapter, and by now teachers should be familiar with the best techniques for teaching new sounds. Letters like s which are the same in English and Iñupiaq require no special practice for students to understand how to use them. However, ɬ and ɬ̣ may prove difficult for some people. Contrast these two, and drill students both in reading and writing syllable which contain them. Restrict the discussion to ɬ and ɬ̣ and do not bring in the two other types of ļ (ļ and ļ̣) until you think that the class will not become confused. Similarly, kh and qh may seem difficult, but the use of syllable drills should help in teaching these.

CHAPTER EIGHT: Of the nasal consonants presented in Chapter 8, only ñ and ŋ should need special discussion, since m and n are exactly the same in English. Drills on ñ and ŋ are essential for the class. Point out that ñ is not found in English, except in the pronunciation for some people of the word onion. ŋ sounds like the ng in the English word singer, but NOT like the ng in finger. You can tell the class that the tail on the ŋ can remind them of the tail on g, and in this way they can remember that ŋ has the sound of ng.

CHAPTER NINE: Long consonants must be taught in contrast with short consonants. The chapter contains examples of similar words with long and short consonants. Find others or make some up, so that the class can see the difference, for example, between aku and akku or ipa and ippa. Feel free to use made-up groups of sounds which are considered to be parts of longer words, although they have no meaning on their own. Use syllable drills to contrast long and short consonants, and expect the class to be able to read and write these groups of syllables.

Following Chapter Nine, there is a list of Spelling Rules for North Slope Iñupiaq, which should be shown to students so that they may refer to it when checking their spelling.

CHAPTER ONE

INTRODUCTION TO IÑUPIAQ WRITING

The alphabet which is used when writing North Slope Iñupiaq is the following: a ch g ġ h i k l ļ ł ŀ m n ñ ŋ p q r s sr t u v and y. By North Slope Iñupiaq, we mean the language spoken along the Arctic Coast of Alaska including the major town of Barrow, extending northeast to Barter Island and southwest to Kivalina. Anaktuvuk Pass is also considered a North Slope dialect, although the old language there shares many features with the Kobuk dialect.

Most letters of the Iñupiaq alphabet are also used in English. These are a g h i k l m n p q r s t u v and y. Some letters which are used in writing English are <u>not</u> used in Iñupiaq. These are b d e f j o w x and z. In addition, the Iñupiaq alphabet has letters which are not used in English. These are ñ ŋ ġ ł ļ and ŀ, which represent sounds not found in English, except for ŋ which has the sound of <u>ng</u> in the English word <u>singer</u> (not <u>finger</u>).

People who already speak Iñupiaq will not find it hard to learn to read and write their language. Most of the letters are held in common with English. Also, Iñupiaq writing is in many ways far more regular than English writing. For example, English has "silent letters" which are consonants which are written but never pronounced, like the <u>g</u> in <u>night</u> or <u>daughter</u>. In Iñupiaq a <u>g</u> which is written is always pronounced.

Also, one letter in English may represent different sounds. For example, the same letter a in man, father, and sofa is pronounced differently in each word. In Iñupiaq each letter generally has only one pronunciation and there are no cases of two words which are spelled differently and pronounced the same, such as English eye and I, or so, sow, and sew.

Examples of Iñupiaq words containing letters found in both English and Iñupiaq:

a	in	amiq	'skin'
g	in	kigun	'tooth'
h	in	aaqhaaliq	'oldsquaw duck' (h is found only after k or q)
i	in	ini	'place'
k	in	kiña	'who'
l	in	taliq	'arm'
m	in	matu	'cover'
n	in	naniq	'lamp'
p	in	panik	'daughter'
q	in	qanuq	'how'
r	in	iri	'eye'
s	in	sisi	'burrow'
t	in	timi	'body'
u	in	ulu	'woman's knife'
v	in	savik	'knife'
y	in	qayaq	'kayak'

Examples of Iñupiaq letters not found in English:

ñ	in	iñuk	'person'
ŋ	in	aŋun	'man'
ġ	in	aġnaq	'woman'
ļ	in	siļa	'weather'
ł	in	iłuaq	'be fitting, correct'
ɬ	in	sikɬaq	'pickaxe'

Even though the Iñupiaq letter ŋ is not found in English, it is equivalent to what is written in English as ng, as in long or singer, but not in finger.

In Iñupiaq c and h are combined as ch to form a single sound, which sounds like the ch in English churn or pitch. The Iñupiaq words qimmich 'dogs' and nannich 'lamps' contain ch. Two other letters, s and r, may be combined to form a single sound written sr, as in siksrik 'ground squirrel' or uqsruq 'oil'. There are two other cases of one sound being spelled with two letters, kh and qh, which are fairly uncommon and are discussed in Chapter Seven.

Iñupiaq punctuation is the same as in English: sentences begin with capital letters, commas indicate a pause, and a period is used at the end of a sentence, with question marks used for interrogative sentences.

The Iñupiaq writing system taught here was specially designed to make accurate spelling of Iñupiaq possible. In the late 1940's, the Reverend Roy Ahmaogak, an Iñupiaq from Barrow, worked with Eugene Nida, a linguist of the Summer Institute of Linguistics, to devise the writing system that is used today

for all of Alaskan Iñupiaq, with minor variations in different dialects. The system is very accurate for the language, but some letters have been changed from the original to make reading and writing easier and also to bring the alphabet closer to what is used for other Eskimo languages, for instance, the former ḳ is now ġ. Many books are already available employing this writing system in different Iñupiaq dialects, including educational and religious materials. Before the development of the present writing system, many people did their best to write Iñupiaq based on their knowledge of English spelling, but the writing was generally inaccurate and inconsistent.

Exercise 1. Read the following words:

savik	'knife'	niqi	'meat'
ulu	'woman's knife'	timi	'body'
amiq	'skin'	tatqiq	'moon'
uniq	'armpit'	malik	'follow'
ivik	'blade of grass'	nasaq	'hood'
kamik	'mukluk'	aŋun	'man'
natiq	'floor'	naniq	'lamp'
ini	'place'	siḷa	'atmosphere'
amaġuq	'wolf'	tupiq	'tent'
iqaluk	'fish'	suvich	'what are you doing?'
igaliq	'skylight'	qanuq	'how'
umik	'whisker'	tupak	'to startle'
masu	'root of edible plant'	atiq	'name'
tavra	'that's all'	manik	'money'
qiruk	'wood'	niksik	'fish hook'

sivu	'bow of boat'	upkuaq	'door'
nigaq	'snare'	qatiq	'to be white'
iñuk	'person'	ikuk	'to scrape a skin'
malġuk	'two'	siksrik	'ground squirrel'
kiña	'who'	katchi	'wall'
siŋiq	'bootlace'	pasi	'to blame'
patiq	'marrow'	putu	'hole'
atigi	'parka'	nanuq	'polar bear'
sumi	'where'	qaniq	'mouth'

CHAPTER TWO

VOWELS

Iñupiaq sounds may be grouped into two classes: vowels and consonants. The vowels are a, i, and u, and all other sounds are consonants. The following words give examples of the sound of each vowel:

a:	tavra	'that's all!'
i:	ini	'place'
u:	ulu	'woman's knife'

Any vowel may occur at any position in the word, that is, at the beginning, middle, or end.

Iñupiaq a has the sound of English a in what; i has approximately the sound of English i in sit or tip; and u sounds much like English u in put. Sometimes the same Iñupiaq vowel may change its sound slightly depending on the sounds which follow. Pronounce the following pairs of words and notice the difference in the sound of their vowels:

iki	'wound'	and	iqi	'corner of the mouth'
anuk	'two harnesses'	and	qanuq	'how'

Next to a q or ġ, a vowel may sound different than it does next to other consonants. Remember that in writing Iñupiaq, the vowels e and o are not used.

Exercise 1. Fill in the blanks with the appropriate vowel (a, i, or u) and pronounce the words:

A. Initials:

1. __ni 'to go out'
   ___ni 'place'
2. ___luk 'to lick'
   ___luk 'two woman's knives'
3. ___miq 'skin'
   ___miq 'water'
4. ___mik 'to cave in, become twisted, of an old house'
   ___mik 'whisker'
5. ___vik 'to cut in half'
   ___vik 'grass'
6. ___ki 'price'
   ___ki 'wound'
7. ___vani 'located here'
   ___vani 'located over there'
8. ___tiq 'name'
   ___tiq 'to return'
9. ___pun 'snow'
   ___pun 'oar'
10. ___lik 'to tear'
    ___lik 'to burn, scorch'

B. Finals:

1.	aq___	'to kick'
	aq___	'stern of boat'
2.	ik___	'to burn'
	ik___	'to get in'
3.	tun___	'to sell'
	tun___	'back'
4.	siḷ___	'to sharpen'
	siḷ___	'weather'
	siḷ___	'drifted carcass'
5.	an___	'harness'
	an___	'to go out'
6.	in___	'place'
	in___	'play, of whales'
7.	ip___	'handle'
	ip___	'to drown'
8.	timim___	'on the body'
	timim___	'of my body'

C. Medials:

1.	s___li	'to cut with scissors'
	s___li	'and, also'
	s___ḷi	'to sharpen'
2.	t___mi	'body'
	t___mi	'path'
3.	s___vik	'knife'
	s___vik	'what am I doing?'

4.	s___pi	'to blow'
	s___pi	'to block'
5.	s___nik	'dust, lint'
	s___nik	'what things?'
6.	n___vak	'to dig with a shovel'
	n___vak	'mucus'
7.	m___sik	'to jump'
	m___sik	'gill of fish'
8.	kum___k	'louse'
	kum___k	'to scratch'
9.	k___mik	'mukluk'
	k___mik	'who with?'
10.	am___q	'skin'
	am___q	'to pack on one's back'
11.	igl___q	'to travel'
	igl___q	'to laugh'
12.	k___pi	'to stab'
	k___pi	'to sever, cut'
13.	k___vi	'to sink'
	k___vi	'to spill'
14.	nig___q	'north wind'
	nig___q	'lasso'
15.	n___pi	'to split crosswise'
	n___pi	'voice, sound'
16.	nan___q	'polar bear'
	nan___q	'lamp'

17. p___pik 'bird's tail'
    p___pik 'rash, pimple'
18. qan___q 'mouth'
    qan___q 'how'
19. sik___ 'ice'
    sik___ 'to bow the head'
20. n___qit 'pieces of meat'
    n___qit 'to pull'

EXERCISE 2. Choose the correct spelling by circling one of the words on each line:

1. grass (1 uvik, 2 avik, 3 ivik, 4 ivak)
2. snow (1 apan, 2 apun, 3 ipun, 4 upun)
3. person (1 iñuk, 2 iñak, 3 añuk, 4 uñuk)
4. ten (1 qalit, 2 qilut, 3 qulit, 4 qalut)
5. name (1 utiq, 2 atiq, 3 atuq, 4 utuq)
6. lamp (1 nuniq, 2 nunaq, 3 nanuq, 4 naniq)
7. man (1 aŋun, 2 iŋan, 3 uŋun, 4 uŋan)
8. floor (1 nutiq, 2 nataq, 3 nutiq, 4 natiq)
9. tent (1 tapiq, 2 tupiq, 3 tupaq, 4 tipuq)
10. fish (1 iqilak, 2 iqiluk, 3 iqaluk, 4 iquluk)
11. knife (1 suvik, 2 sivak, 3 savik, 4 savuk)
12. skin (1 umiq, 2 amiq, 3 amaq, 4 amuq)
13. burrow (1 sisi, 2 sasi, 3 sisa, 4 sisu)
14. meat (1 naqi, 2 nuqi, 3 niqi, 4 niqa)
15. fish egg (1 sivak, 2 suvak, 3 savak, 4 suvik)

16. nose (1 qiŋuq, 2 qiŋaq, 3 qaŋuq, 4 qiŋiq)
17. woman (1 aġnaq, 2 aġnuq, 3 iġniq, 4 uġnaq)
18. elbow (1 akusik, 2 ikisik, 3 ikusik, 4 ikasik)
19. smoke (1 isiq, 2 isuq, 3 asiq, 4 usiq)
20. daughter (1 panuk, 2 punik, 3 panik, 4 pinik)
21. land (1 nana, 2 nuni, 3 nuni, 4 nuna)
22. to where? (1 suman, 2 sumin, 3 samun, 4 sumun)
23. foot (1 asigak, 2 isigak, 3 isagak, 4 isiguk)
24. tongue (1 uqaq, 2 uqiq, 3 uquq, 4 aquq)
25. skin boot (1 kumik, 2 kamuk, 3 kimik, 4 kamik)

CHAPTER THREE

STOP CONSONANTS

Iñupiaq consonants may be classified as "stops", "fricatives", or "nasals" depending on the manner in which they are produced in the mouth. In this chapter we consider the stops, which are p, t, ch, k, and q. These sounds are called "stops" because the air coming from the lungs is stopped for an instant at some point in the mouth when we pronounce them.

1. p is produced by blocking the passage of air at the lips and is therefore called a labial stop. Feel how your lips close as you pronounce p in these words:

panik	'daughter'	ipu	'handle'
putu	'hole'	tupqa	'his tent'

Practice reading these syllables containing p in combination with the three vowels you have learned:

pa	ap	apa
pi	ip	ipi
pu	up	upu

2. t is produced when the tip of the tongue touches the ridge behind the upper teeth, called the alveolar ridge. For this reason t is called an alveolar stop. Pronounce these words and feel how the sound t is made:

timit	'bodies'	titiq	'a mark'
taliq	'arm'	nutik	'leap'

Practice reading these syllables containing t in combination with vowels:

ta	at	ata
ti	it	iti
tu	ut	utu

3. ch is produced when the main part of the tongue touches the roof of the mouth or the palate. For this reason, ch is called a palatal stop. By itself, ch is found commonly at the end of a word, and rarely at the beginning. In the middle of a word tch (never ch alone) is found. Pronounce these words which contain ch:

itpich	'are you there?'	suvich	'what are you doing?'
qimmich	'dogs'	chach	'well done!'
natchiq	'seal'	iġitchaq	'to pluck a bird'
qitchuk	'to scratch'	tikitchuq	'he is arriving'

4. Iñupiaq has two back stops which must be written differently. One is spelled k and the other q. k is a velar stop produced at the soft palate or velum. Feel how k is pronounced as you say these words:

kivik	'to lift'	ikik	'two wounds'
kumak	'louse'	kisuk	'which two?'

Practice reading these syllables containing k:

ka	ak	aka
ki	ik	iki
ku	uk	uku

5. When q is pronounced, the back of the tongue touches a point in the throat near the uvula, which is the fleshy part that hangs down from the soft palate. q is a uvular stop.

Pronounce these words which contain q:

qaniq	'mouth'	atqaqtuq	'he goes down'
niqi	'meat'	sitquq	'knee'

Practice reading these syllables containing q:

qa	aq	aqa
qi	iq	iqi
qu	uq	uqu

Compare the q of iqi with the k of iki. Iqi means 'the corner of the mouth' and iki means 'a wound' or 'to burn'. Notice the difference between the sounds represented by k and q. It becomes clear why these sounds must be written differently, since the meaning of many words depends precisely on whether they contain k or q. Pronounce the following pairs of words:

tuuq	'ice chisel'	siqi	'splash'
tuuk	'two ice chisels'	siki	'bow the head'
qimmiq	'dog'	aqi	'kick'
kimmik	'heel'	aki	'price'

The four stops p, t, k, and q may occur at the beginning or middle of a word, but ch alone is found generally at the end of a word; tch, however, occurs only in the middle of a word. At the end of the word may be found t, ch, k, and q, but not p. The following examples show where stops may be found in the word:

	Initial		Medial		Final	
p	pana	'spear'	apun	'snow'	---	
t	taliq	'arm'	atiq	'name'	aġnat	'women'
ch	chach	'well done'	---		qimmich	'dogs'
k	kiña	'who'	iki	'to burn; a wound'	panik	'daughter'
q	qivit	'to sulk'	niqi	'meat'	patiq	'marrow'

Exercise 1. Fill in the blanks with k or g:

1.	qanu___	'how'
2.	kuu___	'river'
3.	___aniq	'mouth'
4.	savi___	'knife'
5.	nu___ik	'muscle'
6.	ami___	'skin'
7.	pu___ik	'to be smart'
8.	ni___i	'meat'
9.	i___un	'a match'
10.	a___iñ	'pillow'
11.	pa___it	'to find'
12.	na___u	'to cross one's eyes'
13.	tu___u	'to die'
14.	qa___it	'to climb up, out of the water'
15.	umi___	'whisker'
16.	___iŋaq	'nose'
17.	tupi___	'tent'
18.	___argi	'community house'
19.	___igun	'tooth'
20.	___iña	'who'
21.	___avlu	'eyebrow'
22.	___uvlu	'thumb'
23.	___umak	'louse'
24.	mi___i	'to be small'
25.	aġna___	'woman'
26.	aŋuti___	'two men'

Exercise 2. Fill in the blanks with the appropriate stop consonant:

1.	___atiq	'marrow'
	___atiq	'to be white'
2.	___ipi	'odor'
	___ipi	'to twist'
	___ipi	'to sever, cut'
3.	___aniq	'mouth'
	___aniq	'to dry'
4.	i___i	'to be deep'
	i___i	'to burn'
	i___i	'corner of the mouth'
	i___i	'to drown'
5.	a___i	'to be snow-covered'
	a___i	'to be alike'
	a___i	'price'
	a___i	'kick'
6.	___uuq	'sack'
	___uuq	'ice chisel'
7.	ni___i	'meat'
	ni___i	'sound'
8.	i___u	'to get in, climb aboard'
	i___u	'a handle'
9.	___iñiq	'insole'
	___iñiq	'to look'
10.	ami___	'to be narrow'
	ami___	'skin'

11. alu___ 'to lick'

alu___ 'sole of foot'

12. ___alu 'flap door'

___alu 'dip net'

Exercise 3. Fill in the blanks with the appropriate stop consonant (p, t, k, or q).

1. sa___i 'to block'
2. ___inu 'to push out'
3. ___ati___ 'to be white'
4. ___ati___ 'marrow'
5. ___uvra___ 'fish net'
6. ma___u 'cover'
7. ___aa___ 'to be dark'
8. i___i 'to be deep'
9. ___uvi 'to spill'
10. si___i 'to splash'
11. ___a___i 'to be long'
12. ___a___i___ 'bird tail'
13. ___i___i___ 'to freeze'
14. ___unu 'back'
15. mani___ 'tussock'
16. i___alu___ 'fish'
17. ni___i 'sound'
18. ___u___u 'to die'
19. aġvi___ 'whale'
20. savi___ 'knife'

CHAPTER FOUR

LONG VOWELS AND DIPHTHONGS

Any vowel (a, i, u) may also be written double, giving a long vowel: aa, ii, uu. These vowels are pronounced long, that is, they are held for a longer time than short vowels. Compare the following pairs of words:

a	ani	'to go out'	aa	aani	'over there'
	aġnat	'women'		aġnaat	'his wife'
i	siñik	'to sleep'	ii	siiñik	'some shee fish'
	amiq	'skin'		amiiq	'to remove skin'
u	utiq	'to return'	uu	uutiq	'to be scorched'
	suva	'what is he doing?'		suuva	'what is it?'

These long vowels may occur at the beginning, middle, or end of the word. As the above examples show, the difference between long and short vowels must be observed in writing, since confusion of the two will change the meaning of a word.

Read the following groups of words out loud. Most are groups of sounds made up for practice, although some are actual words. Tell which are correct Iñupiaq words and explain their meaning:

1.	2.
una	savik
uuna	saavik
unaa	saviik
uunaa	saaviik

3.	kiiña	4.	tumik
	kiña		tumiik
	kiiñaa		tuumiik
	kiñaa		tuumik
5.	suuvak	6.	qaniq
	suvaak		qaniiq
	suvak		qaaniq
	suuvaak		qaaniiq
7.	siñiik	8.	iiñuk
	siñik		iñuk
	siiñiik		iñuuk
	siiñik		iiñuuk
9.	aŋuun	10.	aamiq
	aaŋuun		aamiiq
	aaŋun		amiq
	aŋun		amiiq

Two single vowels when written next to each other form a vowel pair or diphthong. The six diphthongs of Iñupiaq are ai, ia, au, ua, iu, and ui. No more than two vowels may occur together. The exact sounds of the diphthongs may vary from village to village, but they are written the same way throughout Alaska, even if the pronunciation changes slightly.

For most people on the North Slope, the diphthong au sounds like the vowel in the English word cow. For some, au sounds like English owe. However you pronounce this sound, you write it au. Say the following words which contain au and ua:

au	auk	'blood'
	kauk	'walrus skin'
	qauq	'forehead'
	sauniq	'bone'
	amau	'great-grandparent'
ua	niġiruaq	'he ate'
	iḷua	'its inside'
	quaq	'frozen meat or fish'
	iñuaq	'to murder'
	suak	'to scold'

For some speakers of Iñupiaq, the diphthong ai sounds like the English word eye, and for others it sounds like the vowel in say. Pronounce the following words containing the diphthongs ai and ia:

ai	aiviq	'walrus'
	aiḷaq	'to be wet'
	aigaa	'fetched it'
	pairuq	'stays behind'
	nairuq	'sniffs something'
	savikpaich	'big knives'
	aġnaitchuq	'there are no women'
ia	ukiaq	'fall season'
	qiaruq	'he cries'
	agiaq	'to file'
	kian	'torso'
	kikiak	'nail'
	Iñupiaq	'Eskimo'
	amia	'its skin'

Pronounce these words containing the diphthongs iu and ui:

iu	kiugaa	'he answers him'
	siun	'ear'
	niu	'leg'
	Kuuvaŋmiut	'Kobuk people'
	qiuruq	'he freezes'
ui	nuiruq	'it appears'
	ui	'husband'
	isuitchuq	'it is endless'
	iqaluich	'fish'
	uivaġluni	'going around'

Exercise I. Fill in the blanks with the correct long vowel (aa, ii, uu):

1.	m_____ni	'located around here'
2.	p_____tchuq	'there is none'
3.	_____pa	'father'
4.	s_____va	'what is it?'
5.	s_____k	'to cut fish lengthwise'
6.	_____ġluq	'to raise the head'
7.	p_____q	'sack, bag'
8.	p_____vraq	'to swim'
9.	iq_____q	'to become fully awake'
10.	t_____liuġun	'teapot'
11.	k_____k	'river'
12.	_____na	'grandmother'
13.	p____ni	'located up there'

14. _____ka 'mother'

15. q_____nniq 'to be still water'

16. sav_____ch 'knives'

17. t_____q 'ice chisel'

18. aq_____n 'rudder of boat'

19. q_____q 'to burst, explode'

20. p_____ksr_____k 'sleeping bag'

Exercise 2. Fill in the correct short vowel (a, i, u) or long vowel (aa, ii, uu):

1. t_____l_____q 'arm'

2. n_____tt_____q 'it's finished'

3. p_____qs_____q 'it has been removed'

4. p_____ŋ_____ 'mouth of a river'

5. s_____v_____t 'what are they?'

6. _____t_____ 'its bottom'

7. n_____k_____r_____q 'it's good'

8. m_____nn_____k 'two eggs'

9. ____luaqt____n 'saw'

10. q_____ll_____n 'cup'

11. _____ŋ_____n 'a paddle'

12. k____s____r____q 'he is biting something'

13. _____gr_____k 'bearded seal'

14. t_____p_____q 'tent'

15. _____t_____n 'song'

16. _____n_____ 'located across there, or in the lower forty-nine states'

17. _____nn_____ñ 'go out!'

18. s_____ñ_____ 'its shore, edge'

19. s_____ 'front of a shirt'

20. k_____ñ_____q 'face'

Exercise 3. Fill in the correct short vowel (a, i, u) or long vowel (aa, ii, uu):

1. ____g____r____q 'she is cooking'
   ig____niktuq 'she already cooked'
2. ____gga 'across there'
   ____ni 'located across there'
3. ____s____ruq 'he swallowed something'
   ____s_____q 'smoke'
4. s_____ñ_____k 'to sleep
   s_____ñ_____k 'some shee fish'
5. _____m_____q 'skin, hide'
   _____m_____q 'to remove skin'
6. p_____n_____k 'daughter'
   p_____n_____ 'located up there'
7. n_____l_____k 'to listen'
   n_____laut 'to guess right'
8. s_____v_____q 'a job'
   s_____v_____k 'to work'
9. _____t_____q 'name'
   _____t_____ŋ 'namesake!'
10. s_____n 'the front of your clothing'
    s_____n_____ 'to carve'

Exercise 4. Fill in the blanks with the correct diphthong, au or ua:

1.	s_____gaa	'he buries it'
2.	s_____kkaa	'he scolds him'
3.	q_____q	'frozen meat'
4.	q_____q	'forehead'
5.	_____k	'blood'
6.	niaq_____	'his head'
7.	igar_____t	'they cooked'
8.	p_____la	'soot'
9.	_____laruq	'he is moving'
10.	aq_____	'its stern'
11.	siġḷ_____q	'ice cellar'
12.	q_____maruq	'it is light'
13.	at_____siq	'one'
14.	iɬ_____qtuq	'it is correct'
15.	_____niq	'rotten thing'

Exercise 5. Fill in the correct diphthong, ai or ia:

1.	_____ruq	'he is going home'
2.	k_____	'whose?'
3.	q_____q	'braided intestines'
4.	niqip_____q	'Eskimo food'
5.	n_____gaa	'he smells it'
6.	t_____mma	'then'
7.	q_____ruq	'he is crying'
8.	p_____ruq	'he stays behind'
9.	k_____vɬuun	'sled stanchion'

10. t_____gaa 'he utters it'
11. p_____niktuq 'he already did'
12. as_____t 'berries'
13. _____viqp_____ch 'big walruses'
14. savag_____q 'to go to work'
15. tus_____ttuq 'he limps'

Exercise 6. Fill in the blanks with the correct diphthong, iu or ui:

1. n_____n 'your leg'
2. n_____ruq 'it appears'
3. p_____ruq 'it surfaces'
4. s_____n 'ear'
5. taġ_____q 'salt'
6. imm_____qtuq 'she makes water from ice or snow'
7. tiŋ_____ñ 'your liver'
8. pam_____q 'tail'
9. ugr_____ch 'bearded seals'
10. tag_____qtuq 'he sneezes'
11. kamm_____qtuq 'she is making mukluks'
12. n_____lġiq 'dragonfly'
13. iɬ_____tchuq 'it is not right'
14. nunam_____ 'land dweller'
15. aġ_____ruq 'it stops, quits'

Exercise 7. Fill in the correct diphthong, au, ua, ai, ia, iu, or ui:

1.	al_____naqtuq	'it is boring'
2.	s_____niq	'bone'
3.	n_____quq	'head'
4.	_____tchuq	'opens his eyes'
5.	quv_____suktuq	'he is happy'
6.	iɬ_____qtuq	'it is correct, fitting'
7.	qil̇_____n	'drum'
8.	miġ_____qtuq	'he vomits'
9.	ay_____q	'a boil'
10.	aatch_____qtuq	'he yawns'
11.	natch_____ruq	'it is a seal'
12.	uk_____q	'daughter-in-law'
13.	nukatch_____q	'youngest sister or brother'
14.	tutt_____yaaq	'young caribou'
15.	iñ_____ch	'people'

CHAPTER FIVE

SYLLABLES

"Syllables" are units which make up words. Each syllable has at least one vowel and possibly a consonant on either side of the vowel. Syllables which end in a vowel are called "open" syllables, since they are not "closed" by a consonant. Pronounce the following open syllables:

a	pa	ta	cha	ka	qa
i	pi	ti	chi	ki	qi
u	pu	tu	chu	ku	qu

A word such as <u>putu</u> 'hole' is made up of two open syllables. The syllables may be divided using a slash (/) between them: <u>pu/tu</u>. If you pronounced the word <u>putu</u> very slowly, you might hear a brief pause between the <u>u</u> and the <u>t</u>, although not between any of the other sounds. The pause is the division between syllables.

When a consonant comes between two vowels, it belongs to the same syllable as the following vowel, and never the preceding vowel. The word <u>una</u> 'this' may then be divided into syllables as <u>u/na</u> and NOT as <u>un/a</u>. Whenever syllables are divided, there is always a single consonant to the right of the slash.

Some words consist of open syllables only:

suva	'what is he doing?'	su/va
anu	'harness'	a/nu

qayaġa	'my canoe'	qa/ya/ġa
nalurusi	'you (many) don't know'	na/lu/ru/si

The following syllables are called closed because they end in a consonant. A closed syllable may begin in either a vowel or a consonant.

aq	paq	taq	chaq	kaq	qaq
iq	piq	tiq	chiq	kiq	qiq
up	puq	tuq	chuq	kuq	quq

Replace the final q of each syllable above with k and pronounce them (ak, pak, tak, etc.). Do the same making t the final consonant of each syllable (at, pat, tat, etc.).

When two consonants come together in the middle of a word, they are in separate syllables. The first consonant belongs to the same syllable as the preceding vowel, and the second consonant to the same syllable as the following vowel.

The following words consist only of closed syllables:

atqiñ	'your name'	at/qiñ
tupqich	'tents'	tup/qich
atqaqtuq	'he goes down'	at/qaq/tuq
sitquq	'knee'	sit/quq

When two different consonants stand next to each other, this is called a consonant cluster. Consonant clusters may not begin or end words; they come only in the middle of words. Three consonants may never come together, for instance, ptk may never stand together in an Iñupiaq word.

The symbols ch and sr each represent one consonant even though they are written with two letters. A syllable may NEVER be divided between s and r (never s/r) or between c and h (never c/h). tch, then, is a cluster containing two consonants, even though it is written with three letters.

Below are listed possible combinations of two stop consonants. Not all of these combinations actually occur in the language, and those which do not occur are followed by a broken line:

pt	apta-	'to be busy'	kp	ikpik	'a bluff'
pch	-----		kt	iktaq	'trash'
pk	apkua	'those'	kch	-----	
pq	apqun	'road'	kq	-----	
tp	itpich	'are you?'	qp	aqpik	'salmonberry'
tch	natchiq	'seal'	qt	mayuqta	'let's climb!'
tk	satkuq	'weapon'	qch	-----	
tq	tatqiq	'moon'	qk	-----	

Like the elements of consonant clusters, double consonants (like pp or tt) always belong to separate syllables. The following examples show how to treat double consonants when dividing a word into syllables:

tuppak	'houses'	tup/pak
ittuq	'he is present'	it/tuq
akku	'a while ago'	ak/ku
utaqqi	'to wait'	u/taq/qi

As always, after each slash is a single consonant followed by a vowel.

Double vowels (aa, ii, uu) and diphthongs (au, iu, etc.) always belong to one syllable and are never broken up by a syllable division (NOT a/a, a/u, etc.). These words have only one syllable:

puuq 'sack'

saa 'front of something'

quaq 'frozen meat'

niu 'leg'

sua 'what?'

These words containing vowel pairs (diphthongs) have more than one syllable:

niuriruq	'he unloads'	niu/ri/ruq
qaumaruq	'is light'	qau/ma/ruq
sauniq	'bone'	sau/niq
qiurut	'they freeze'	qiu/rut

As you learn to read and write, it is useful to divide words into syllables. In this way you can consider individual parts of words singly, giving a whole word when all the parts are combined. This technique is especially useful for reading and writing long words.

Exercise 1. Pronounce the following words, divide them into syllables and tell whether the syllables are open or closed:

1.	amiġa	'my skin'	6.	anniqsuŋa	'I am hurt'
2.	aivġich	'walruses'	7.	ukalliq	'hare, rabbit'
3.	atigi	'parka'	8.	kigutin	'your tooth'
4.	kuugich	'rivers'	9.	aullaqtut	'they are going away'
5.	anuġi	'wind'	10.	aqpattuq	'he is running'

Exercise 2. Fill in the blanks with k or g:

1. i_____iruq 'it burns'
   i_____iruq 'it shrinks, contracts, as a worm'
2. qimmi_____ 'dog'
   qimmi_____ 'two dogs'
3. _____iñiqtuq 'he looks'
   _____iñiqtuq 'it seeps through'
4. _____ipigaa 'he severs it, cuts it'
   _____ipigaa 'he winds it'
5. mani_____ 'tussock, clump of grass on tundra'
   mani_____ 'money'

Exercise 3. Divide these words into syllables using a slash (/) to mark syllable divisions. Be sure to read long words one syllable at a time.

1. aġnaq 'woman'
2. tatqiq 'moon'
3. quppaq 'a crack'
4. tuttuttut 'they got caribou'
5. tiŋŋutiqaqtuq 'he has an airplane'
6. qayaqtuġniaqtugut 'we will travel by kayak'
7. punniliuġuktuq 'she wants to make bread'
8. iŋiuqłiqsuq 'he is spying'
9. piqpagigaat 'they love him'
10. kasimmavik 'meeting place'

Exercise 4. Fill in the blanks with the correct cluster of two stop consonants.

1.	a____ ____a	'his name'
2.	u____ ____ik	'willow'
3.	ta____ ____iq	'moon'
4.	u____ ____ik	'snowy owl'
5.	i____ ____ich	'are you there?'
6.	i____ ____ik	'a bluff'
7.	kata____ ____ut	'they fell'
8.	aŋi___ ___aktuq	'it is very big'
9.	a____ ____it	'to start to sing, talk'
10.	ta____ ____u	'kidney'
11.	ma____ ____ak	'whale skin and blubber'
12.	tu____ ____at	'their tent'
13.	tu____ ____uq	'to save, store away'
14.	ta____ ____ik	'to have sharp vision'
15.	si____ ____ik	'eyelash'

CHAPTER SIX

VOICED FRICATIVES

The Iñupiaq letters v, r, y, l, ļ, g, and ġ stand for voiced fricatives. When a fricative is produced in speech, the passage of air through the mouth is restricted so that the rush of air through a small space is made audible. (When pronouncing a stop, remember, the flow of air was totally blocked and then released.) A fricative is a continuous sound which can be held as long as air flows from the lungs, while a stop is instantaneous and cannot be maintained. As with stops, fricatives may occur long (double) or short (single). Voicing -- as in a voiced fricative -- occurs when the vocal cords are closed so that the passing air causes them to vibrate.

Just as the five stops are different in terms of where in the mouth they are made, so may the fricatives be grouped in the same way:

	Labial	Alveolar	Palatal	Velar	Uvular
Stops	p	t	ch	k	q
Voiced fricatives	v	l/r	ļ/y	g	ġ

v: The Iñupiaq voiced fricative v sounds like its equivalent in English. Pronounce the following Iñupiaq words which contain v:

savik 'knife'

ivruq 'sod'

avva 'over there'

tavlu 'chin'

v may not occur at the beginning or end of a word.

When v comes next to a voiceless consonant, it has the sound of f. Most commonly, v comes before s, giving the f sound as in these words:

ivsa 'juice, liquid in something' mavsa 'spleen'

tavsi 'belt' ilivsi 'you (many)'

Rarely, v follows a stop consonant, and in this case, v also sounds like f, as in aqvaluq 'to be round' and makvak 'jack at cards'. The letter f is never written, and v is always used to write the sound f.

l: Iñupiaq l is like the English l in hilly or miller. Pronounce these Iñupiaq words which contain l:

ulu 'woman's knife'

iglu 'house'

malġi 'loon'

iqaluk 'fish'

No words end with l, although occasionally words may begin with l, for instance, lavaluġauraq 'sandpiper'.

r: The r in Iñupiaq is different from English r. When you pronounce an Iñupiaq r, the tip of your tongue should touch the ridge behind your upper teeth. Pronounce these words:

iri	'eye'
argak	'hand'
qugruk	'swan'
aġra	'ash'
niġiruq	'he is eating'
qiruk	'wood'

Iñupiaq words do not begin or end with r. The English loan word raaq 'rice' used in some villages in Northwest Alaska is an exception.

ɬ: The Iñupiaq ɬ sounds something like the l in the English word million. As this sound is made, your tongue should touch the front of your palate (the roof of the mouth). Pronounce the following words which contain ɬ:

siɬa	'weather'
igɬua	'the other one'
siġɬuaq	'ice cellar'
kiɬɬiq	'a cut'

Notice that the vowel which precedes ɬ is always i and that ɬ never begins or ends a word.

y: Iñupiaq y sounds very much like the English y. Pronounce these words which contain y:

nuyaq	'hair'
qayaq	'canoe'
ayak	'pole'
tayaġniq	'wrist'

Words which begin with y are fairly rare, for example yugit 'to travel around' and yapu 'weak, sickly person or animal'. No words end in y.

g: Iñupiaq g is a velar fricative unlike the English g, which is a stop. Compare the Iñupiaq g, as in iga- 'to cook', with the English g in eager, and notice the difference. Pronounce these Iñupiaq words containing g:

nigiqpaq	'north wind'
igaliq	'skylight'
ugruk	'bearded seal'
ivgich	'blades of grass'

No words begin or end with g.

ġ: The uvular fricative ġ is pronounced farther back in the throat than g, as in the following examples:

niġiruq	'he is eating'
naġiaq	'bait'
aġnaq	'woman'
muġaliq	'slush ice'

No words begin or end with ġ.

It is important to recognize the difference between g and ġ and to learn to write them correctly. If you compare the words tagiuq 'sneeze' and taġiuq 'salt', you will see how confusion in the spelling of these two sounds can change the meaning of a word. Remember that voiced fricatives--that is, v, l, r, ɬ, y, g, and ġ --do not generally begin or end an Iñupiaq word, with a few exceptions as mentioned above.

Exercise 1. Fill in the blanks with a voiced fricative (v, l, r, ɬ, y, g, or ġ):

1.	sa___ik	'knife'
2.	a___iktuq	'it tears'
3.	a___iksuq	'he files'
4.	i___i	'eye'
5.	nu___ak	'mucus'
6.	pa___uk	'bring food to someone'
7.	qua___aq	'edible leaf'
8.	i___a	'a relative'
9.	ta___ra	'that's all'
10.	ta___iuq	'salt'
11.	ta___iuq	'sneeze'
12.	i___ua	'its inside'
13.	iga___aa	'she cooks it'
14.	tuu___aa	'he breaks it with an ice chisel'
15.	su___i	'also'
16.	si___i	'to sharpen'
17.	ni___aq	'lasso'
18.	aġvi___ich	'whales'
19.	mi___iaq	'vomit'
20.	mi___uq	'to hit with a rock'

Exercise 2. Choose between l and ḷ:

1. ti___i 'to send on an errand'
2. si___u 'carcass drifted ashore'
3. pi___ak 'to butcher an animal'
4. a___ik 'to tear, rip'
5. qa___iq 'rust'
6. i___i 'to put, place'
7. si___i 'to sharpen'
8. ta___iq 'arm'
9. qi___ak 'sky'
10. ma___ik 'to follow'

Exercise 3. Choose between ɣ and ġ:

1. ni___aq 'snare'
2. ama___uq 'wolf'
3. i___a 'to cook'
4. a___viq 'whale'
5. ta___lu 'snowshoe'
6. i___lu 'house'
7. a___ra 'ash'
8. ni___laq 'to cool off'
9. ni___liq 'goose'
10. a___it 'to become damp'
11. a___li 'to become big'
12. umia___a 'my boat'
13. iv___un 'towel'
14. i___itchaq 'to pluck fowl'
15. ami___aq 'bark'

Exercise 4. Fill in the blanks with a suitable cluster consisting of two voiced fricatives (for example, vl or ġr):

1.	ta___ ___aqtuq	'he travels upriver'
2.	ai___ ___ich	'walruses'
3.	aqa___ ___iq	'ptarmigan'
4.	i___ ___ich	'blades of grass'
5.	na___ ___uk	'antlers'
6.	a___ ___a	'ash'
7.	ma___ ___uk	'two'
8.	i___ ___ich	'you'
9.	qa___ ___u	'eyebrow'
10.	a___ ___iruq	'it is getting bigger'
11.	a___ ___iq	'whale'
12.	mayu___ ___ik	'place to climb'
13.	sa___ ___uruq	'he told a lie'
14.	ku___ ___u	'thumb'
15.	i___ ___aaq	'traveler, visitor'
16.	u___ ___uruq	'it falls over'
17.	su___ ___u	'nasal cavity'
18.	agla___ ___ugu	'write it!'
19.	sa___ ___aq	'current in water'
20.	a___ ___u	'sled runner'

CHAPTER SEVEN

VOICELESS FRICATIVES

The fricatives discussed in the preceding chapter are all voiced, because when they are produced, the vocal cords are vibrating. Another set of fricatives also exists. These are voiceless because the vocal cords do not vibrate when they are produced. They are fricatives because when they are pronounced, the flow of air is restricted in the mouth, but not stopped.

	Labial	Alveolar	Palatal	Velar	Uvular
Stops	p	t	ch	k	q
Voiceless fricatives		s ł sr	ɬ	kh	qh
Voiced fricatives	v	l r	ɬ y	g	ġ

Notice that the slot which would normally contain a voiceless labial fricative is blank. The appropriate sound here is f, but f is not used in writing Iñupiaq. v is used instead, as explained in Chapter Six, in words like tavsi 'belt' and mavsa 'spleen', where v has the sound of f when next to a voiceless fricative.

ł: The voiceless sound ł is called "l with a slash" or "barred l" and has no English equivalent. It never occurs at the beginning or end of an Iñupiaq word and is found in

the following examples:

akłaq	'brown bear'
iłuaq	'to be correct'
siñikłuni	'sleeping, he...'

Pronounce the above words and notice the sound of the ł in each.

s: The Iñupiaq sound s is much like the same sound in English and may occur at the beginning or middle, but not at the end of a word.

savik	'knife'
sisi	'burrow'
kisit	'to count'

sr: The Iñupiaq sound represented by sr has no equivalent in English, although it does sound something like the shr in shrink. In North Slope Iñupiaq, sr only occurs in the middle of a word next to another consonant; it is never found at the beginning or end of words. Pronounce these words which contain sr:

siksrik	'ground squirrel'
aksrak	'to roll'
iqsraq	'cheek'
uqsruq	'seal oil'

ł: ł is called "dotted barred l" or "l with a slash and a dot" and is pronounced like ł but with an additional y sound added. Pronounce these words which contain ł and notice the sound of this letter:

sikɬaq	'pickaxe'
saviɬhaq	'metal'
ukiɬhaaq	'cloth'

kh: kh is used for the voiceless velar fricative and has no equivalent in English. It may not begin or end an Iñupiaq word, but must be surrounded by vowels. Pronounce these words which contain kh:

savakhuni	'he, working'
agikhutin	'you, rubbing'
puqikhuta	'we, being smart'

qh: qh is the voiceless uvular fricative and is pronounced farther back in the throat than kh. The difference between qh and kh is a question of where each is pronounced, just as with q and k. The following words contain qh:

mayuqhuni	'he, climbing'
atqaqhutin	'you, going down'
aaqhaaliq	'oldsquaw duck'
ayaqhaaq	'to tell string stories'

Compare the examples containing qh to those containing kh so that the difference between the two sounds is clear to you.

The voiceless uvular fricative sound which is written qh when it is between vowels may also occur following another consonant. In that case it is written simply h, although here the letter h actually represents the same sound as qh:

ukiɬhaaq	'cloth'
saviɬhaq	'metal'
igiɬhaq	'seal retrieving hook'

Pronounce these words and notice that the sound of the h is the same as the sound of the qh in mayuqhuni 'he, climbing'.

In addition, the same sounds represented by kh and qh may be written k and q when they come before a voiceless fricative. In sikłaq 'pickaxe', for example, the k has the sound of kh, since it comes before the voiceless fricative ł. In qaqsrauq 'red-throated loon', q has the sound of qh since it too comes before a voiceless fricative, this time sr. Read these words where k and q actually sound like voiceless fricatives rather than stops:

siksrik	'ground squirrel'
aksik	'to touch'
piksrun	'shovel'
atigiksraq	'parka material'
katakłuni	'falling, it...'
uqsruq	'oil, blubber'
tuqłuq	'to call by name'
iqsiruq	'he is afraid'
apiqsruq	'to ask'
anniqłuni	'being hurt'

To sum up, the voiceless velar fricative sound is written kh when between vowels and simply k when before another fricative. The voiceless uvular fricative is written qh between vowels, just q before another fricative, and h after another fricative, as in saviłhaq 'metal'. In this case, there are actually three ways of writing the same sound.

Exercise 1. Fill in the blanks with the appropriate voiceless fricative (s, ɬ, sr, ɬ̣, kh, qh, or h):

1. pa_____igaa 'he blames him'
2. qaq_____u 'lip
3. ipi_____uni 'it being sharp'
4. atik_____uk 'cloth parka cover'
5. iq_____u 'dandruff'
6. ikpak_____aq 'yesterday'
7. u_____aq 'lead bullet primer'
8. uki____ ____aaq 'cloth'
9. _____aputit 'dam'
10. sik_____aq 'pickaxe'
11. avi_____uni 'it splitting in half'
12. ku_____ulugaq 'icicle'
13. i_____aġuq 'wing'
14. uq_____uq 'seal oil'
15. i_____uaqtuq 'it is correct'
16. anni_____uni 'he being hurt'
17. iq_____aq 'cheek'
18. iq_____u 'large intestine, rectum'
19. aq_____a 'breeze'
20. amiq_____ugu 'skinning it'

Exercise 2. Fill in the appropriate voiced or voiceless fricative:

1.	ta_____ _____u	'snowshoe'
2.	ma_____uruq	'it is howling'
3.	i_____uktuq	'it is sucking'
4.	sa_____igaa	'he cut it'
5.	pik____un	'shovel'
6.	i___i___uq	'seashell'
7.	sa_____ _____aq	'current of ocean or river'
8.	ku_____ _____aq	'fish net'
9.	i_____ _____aq	'to laugh'
10.	ak_____ _____ik	'to touch'
11.	i_____i_____ak	'foot'
12.	imi_____aa	'he drank it'
13.	utku_____ik	'cooking pot'
14.	ta_____a_____niq	'wrist'
15.	ta_____ _____a	'that's all'
16.	i_____iktun	'like you'
17.	su_____ _____u	'nasal cavity'
18.	a_____uaq	'boil'
19.	i_____ _____ich	'you'
20.	u_____u_____u	'nephew'
21.	u_____ _____uk	'bearded seal'
22.	a_____ _____u	'sled runner'
23.	kiu_____aa	'he answered him'
24.	qi_____ak	'sky, heaven'
25.	miki_____uq	'it is small'

Exercise 3. Fill in symbols representing voiceless velar and uvular fricatives (k, kh, q, qh, h).

1.	a_____ɬaq	'brown bear'
2.	qu_____suqtaaq	'yellow'
3.	puqi_____uta	'we, being smart' (two ways)
	puqi_____ɬuta	
4.	aŋiɬ_____aaqtuq	'it is bigger'
5.	i_____su	'dandruff'
6.	a_____ɬa	'draft, breeze'
7.	amaa_____ɬuni	'packing a baby on her back' (two ways)
	amaa_____uni	
8.	mi_____ɬiqtuq	'child'
9.	umia_____sraq	'boatmaking material'
10.	puu_____sraak	'sleeping bag'

Exercise 4. Fill in the blanks with a fricative (voiced or voiceless):

1.	ku_____ _____aq	'fish net'
2.	qu_____it	'ten'
3.	u_____u_____u	'nephew'
4.	a_____ _____ak	'hand'
5.	mi_____u_____uqtuun	'bottle'
6.	i___ ___uki____aaq	'to juggle'
7.	i___ ___i___ ___iñaq	'only you, just you'
8.	atau_____iq	'one'
9.	ai____ ____ich	'walruses'
10.	aa____aa____iq	'oldsquaw duck'
11.	pi____ua____ukpich	'do you want to walk?'
12.	pi____ ____uruq	'he is good at something'
13.	ni____i____u____ut	'we are eating'
14.	si____a____iitchuq	'it is bad weather'
15.	ta____a____niq	'wrist'

CHAPTER EIGHT

NASALS

The last group of Iñupiaq consonants to be considered are the nasals: m, n, ñ, and ŋ. When a nasal sound is made the air from the lungs is allowed to pass through the nose rather than through the mouth.

The nasals m and n have the same sound as English m and n in the words mat and nut. ŋ has the sound of ng in English singer (this is not the sound of ng in finger). ñ sounds something like ny pronounced together, or approximately like the sound of ni in the English onion.

	Labial	Alveolar	Palatal	Velar	Uvular
Stops	p	t	ch	k	q
Voiceless fricatives		s ɬ sr	ɬ̣	kh	qh
Voiced fricatives	v	l r	ḷ y	g	ġ
Nasals	m	n	ñ	ŋ	

m is a bilabial sound, like p, made by closing the lips.

n is an alveolar sound, like t, made by touching the tongue to the ridge behind the upper teeth.

ñ is a palatal sound, like ch, made with the body of the tongue pressed against the roof of the mouth.

ŋ is a velar sound, like k, made by creating a blockage between the back of the tongue and the soft palate.

n and m may occur at the beginning, middle, or end of a word. Examples:

	Initial		Medial		Final	
n	naniq	'light'	ini	'place'	suppun	'gun'
	natiq	'floor'	qaniq	'mouth'	timin	'your body'
m	maniq	'tussock'	amiq	'skin'	aġnam	'the woman's'
	matu	'cover'	kumak	'louse'	qayyam	'the canoe's'

ñ and ŋ occur only in the middle or at the end of a word:

	Medial		Final	
ñ	qiñiqtuq	'he is looking'	akiñ	'pillow'
	siñi	'parka ruff'	saviiñ	'your knife'
	kiña	'who?'	qimmiñ	'your dog'
ŋ	aŋun	'man'	iḷiḷgaatiŋ	'their children'
	qaŋa	'when?'	niġivḷutiŋ	'you eating'
	kamŋa	'his mukluk'	paniiŋ!	'daughter!'

Exercise 1. Fill in the blanks with n or ŋ:

1. a_____i 'to be big'
2. a_____i 'to go out'
3. ma___ ___uk 'to thaw meat'
4. ma_____i 'to show something'
5. ____a____it 'to be sick'
6. aġ____a____ ____u____ 'to the two women'
7. qimmi_____i 'their dogs'
8. qitu___ġa___i 'his own child'
9. qu____ ____iq 'reindeer'
10. naku____a 'to be cross-eyed'

Exercise 2. Fill in the blanks with n or ñ:

1. i____i 'to hang something up to dry'
2. i____i 'place, room'
3. ____a____iq 'lamp, light'
4. tupqi____ 'your tent'
5. ti____u 'to push out'
6. ____iġġii____ 'eat!'
7. aki____ 'pillow'
8. ivgu____ 'towel'
9. mi____ik 'mist, drizzle'
10. ammiŋ____u____ 'to the two skins'

Exercise 3. Fill in the blanks with ñ or ŋ:

1.	ui____a	'her husband'
2.	ui____i	'her own husband'
3.	im____a	'that one, long ago'
4.	i____uk	'person'
5.	si____ik	'to sleep'
6.	qi____aq	'nose'
7.	qi____iq	'to look'
8.	qimmi____ik	'their two dogs'
9.	qu____usiq	'neck'
10.	nu____uruq	'it's used up'
11.	atqi____	'your name'
12.	iġ____ii____	'son!'
13.	a____iru____a	'I am big'
14.	i____iriru____a	'I hang things up to dry'
15.	qimmi____ ____un	'to the two dogs

Exercise 4. Fill in the blanks with the appropriate nasal consonant (m, n, ñ or ŋ):

1.	____a____iq	'lamp, light'
2.	tu____i	'footprint'
3.	mi____ik	'mist, drizzle'
4.	nu____uruq	'there's none left'
5.	ki____a	'who?'
6.	ti____i	'body'
7.	ka____ ____ich	'mukluks'
8.	pi____ġich	'insoles'
9.	i____ ____a	'that one long ago'
10.	u____ ____ich	'whiskers'
11.	qa____ġa	'his mouth'
12.	i____igaa	'hangs it up to dry'
13.	a____ ____un	'division, border'
14.	si____aa	'its edge'
15.	si____iq	'bootlace'
16.	ki____iq	'to be thick, of a liquid'
17.	si____ ____aruq	'he is greedy, stingy'
18.	nan____au____	'backpack'
19.	pa____ ____iq	'bull caribou'
20.	ui____i	'their husbands'
21.	a____iqtu____a	'I agree, say yes'
22.	sau____iq	'bone'
23.	a____ ____aq	'to open'
24.	u____ia____a	'his boat'
25.	pi___ ___uqtaq	'jackknife"

CHAPTER NINE

LONG CONSONANTS

Consonants in Iñupiaq may be short or long. As you have learned for vowels, a long sound is written with a double letter. Therefore, long p is written pp, and long ġ is ġġ. The only exception to the rule of doubling letters is long ch, which is written tch. When pronouncing a long consonant, one holds the sound for a longer time than for a single (short) consonant, so that there seems to be a pause before the consonant is released.

Compare the words panik 'daughter' and pannik 'two daughters'. Notice the long n in the second word. Compare imiq 'drink' and immiq 'to be full'. It is important to recognize the difference between long and short consonants, so that we may correctly distinguish between examples like these where two words are identical except for the length of one of their consonants.

Examples of long stops are as follows:

pp:	suppun	'gun'
	nappaq	'to set up'
	quppiġaaq	'coat'
	tuppak	'two tents'

tt:	qattaq	'bucket'
	mattaq	'to remove one's outer garment or parka'
	ittuq	'it is'
	tuttu	'caribou'
tch:	piitchuq	'it is absent'
	mitchuq	'it lands'
	natchiq	'seal'
	kutchuq	'gum, sap'
kk	akku	'a while ago'
	ikkiq	'hardwood'
	putukkuk	'two big toes'
	sukkitchuq	'he stepped on a nail'
qq	siqquq	'be hard'
	niaqquaq	'to injure the head'
	iqquk	'buttock'
	utaqqi	'wait'

Examples of long voiceless fricatives are:

ɬɬ:	makiɬɬutin	'getting up, you...'
	naaɬɬuni	'finishing, he...'
ɬ̥ɬ̥:	tikiɬ̥ɬ̥uŋa	'arriving, I...'
	saviiɬ̥ɬ̥uni	'not having a knife, he...'

Other voiceless fricatives are not normally long, but some people use long sr, written srr, in masrruma 'of this one' (which is otherwise marruma), and long s written ss in sissuiñ 'slide!' (which is otherwise sitchuiñ). Except for ɬɬ and ɬ̥ɬ̥, long voiceless fricatives are very uncommon.

Examples of long voiced fricatives are:

vv:	uvva	'here'
	avvaq	'half'
	savvik	'two knives'
	kivva	'in the east'
rr:	irrak	'two eyes'
	marra	'around here'
	qairruŋ	'give it!'
	kurrak	'two rivers'
ll:	sallisik	'scissors'
	allaq	'tear in clothing'
	'nullaq	'spend the night'
	alliq	'bottommost one'
ļļ:	iļļuq	'cross-cousin'
	miļļuuq	'keep throwing things'
	siļļiñ	'sharpening stone'
yy:	qayyat	'canoes'
	ayyak	'two poles'
	puyyuk	'to pinch'
gg:	iggaiñ	'cook!'
	naagga	'or'
	pagga	'up there'
ġġ:	niġġivik	'table'
	qaġġiiñ	'come!'

Examples of long nasals are:

mm:	samma	'down there'
	tammaq	'to lose'
	imma	'at that time'
	ammik	'two skins'
nn:	mannik	'egg'
	pannaq	'skinny person or animal'
	nanniq	'to light a lamp'
	quunniq	'to be calm water'
ññ:	iññuk	'two people'
	siññaktuq	'to dream'
	aññaq	'female cousin'
ŋŋ:	saŋŋi	'to be strong'
	aŋŋaq	'to keep agreeing'
	aŋŋuuŋ	'catch it!'

Exercise 1. Fill in the blanks with the appropriate long stop (pp, tt, tch, kk, or qq):

1. tu_____ak 'two tents'
2. ma_____aq 'to take off one's parka'
3. niġi_____aaqtuq 'he ate first'
4. qu_____iġaaq 'coat'
5. a_____iġaa 'he named him'
6. maki_____in 'stand up!'
7. ma_____ak 'diaper'
8. i_____uŋa 'I am here'
9. i_____a 'over there'
10. uu_____at 'tom cods'

Exercise 2. Fill in the blanks with a long voiced fricative (vv, ll, l̇l̇, rr, yy, gg, ġġ):

1. ma_____aq 'mud'
2. a_____iq 'the bottom one'
3. pa_____a 'up there'
4. qai_____uŋ 'give it!'
5. i_____ak 'two blades of grass'
6. si_____iñ 'sharpening stone'
7. i_____usiq 'condition, way of being'
8. qi_____an 'mourning song'
9. ta_____aq 'shadow'
10. ta_____iñ 'your arm'

11. si_____uk 'beak'

12. qa_____iruq 'he is making a kayak'

13. ti_____iuŋ 'send him on an errand!'

14. qami_____uŋ 'turn off the light!'

15. nu_____aq 'fawn'

Exercise 3. Fill in the blanks with the appropriate long nasal (mm, nn, ññ or ŋŋ):

1. ka_____ak 'pair of mukluks'

2. qi_____ak 'nostrils'

3. ma_____a 'this one'

4. si_____iq 'to exchange'

5. si_____ik 'pair of shoelaces'

6. u_____ uaq 'night'

7. si_____aktuqtuq 'he is dreaming'

8. a_____ich 'skins'

9. avi_____aq 'lemming'

10. ka_____a 'down there'

Exercise 4. Fill in the blanks with any long (double) consonant:

1. ni_____iuŋ 'eat it!'

2. i_____avik 'kitchen'

3. i_____iuŋ 'place it!'

4. qa_____a 'inside there'

5. aa_____aa 'it's smelly!'

6. qa_____aq 'bucket'

7. ku_____uq 'gum'

8. a_____i_____aq 'bag for hunting gear'
9. ma_____a 'this one around here'
10. qa_____ulaaq 'pilot bread'
11. ka_____ik 'mucus'
12. aqu_____iutaq 'chair'
13. iqa_____uk 'two fish'
14. a_____uaq 'to catch'
15. naa_____uq 'it's finished'
16. tiki_____uni 'as he arrives (future)'
17. qi_____iuq 'to chop wood'
18. pa_____ak 'to slap, spank'
19. qau_____aq 'to be clear, bright'
20. qa_____un 'cup'
21. itu_____ak 'palm of hand'
22. a_____uuŋ 'catch it!'
23. u_____uk 'evening'
24. aḷa_____aa 'too bad!'
25. pi_____iq 'to put insoles in boots'

Exercise 5. Fill in the blanks with a short or long consonant:

1.	i_____aruq	'she is cooking'
	i_____aiñ	'cook!'
2.	pa_____ik	'two daughters'
	pa_____ik	'daughter'
3.	i_____i	'eye'
	i_____ak	'two eyes'
4.	u_____a	'here'
	u_____ani	'located here'
5.	a_____ani	'located over there'
	a_____a	'over there'
6.	i_____ut	'insides, guts'
	i_____ut	'cross-cousins'
7.	si_____aktuq	'to dream'
	si_____ik	'to sleep'
8.	a_____i	'to kick'
	a_____iuŋ	'kick it!'
9.	ti_____i	'to send on an errand'
	ti_____iñ	'command, order'
10.	qu_____uk	'collarbone'
	qu_____uaq	'to break the collarbone'

SPELLING RULES FOR NORTH SLOPE IÑUPIAQ

1. No more than two consonants may occur next to each other in a word.
2. No more than two vowels may occur next to each other in a word.
3. A word may begin or end with any short vowel, long vowel, or diphthong.
4. A word may begin or end with no more than one consonant.
5. The following consonants may begin a word:
   A. Any stop may begin a word (p, t, ch, k, q). ch is rare at the beginning of words, but is found in exclamations, for example chach! 'well done!'.
   B. Of the voiceless fricatives, only s is common at the beginning of words, although h occurs in exclamations, as in hii 'right here!' and hauk! 'tired!'
   C. Voiced fricatives are rare at the beginning of a word, but l and y may occur, as in lavaluġauraq 'sandpiper' and yugit 'to travel around'.
   D. Of the nasals, only m and n often begin words, although ñ is found in exclamations, as in ñiaq 'don't!'.
6. The following consonants never begin a word:

   ɬ, l̥, ɬ̥, sr, r, g, ġ, ŋ

7. The following consonants may end a word:

   A. The stops t, ch, k, and q may end a word, but p may not.

   B. No fricative, voiced or voiceless, may end a word.

   C. Any nasal, m, n, ñ, or ŋ, may end a word.

8. The following sounds may never end a word:

   p, l, ɬ, l̥, ɬ̥, sr, s, v, r, y, g, ġ, and h.